DOCUMENT RESUME

ED 316 060 FL 800 072

AUTHOR Wolfe, Marcie; And Others
TITLE Themes for Literacy Acquisition: Some Beliefs and Approaches for Teaching GED, ABE, and ESL.
INSTITUTION City Univ. of New York, Bronx. Herbert H. Lehman Coll. Inst. for Literacy Studies.; Consortium for Worker Education.
PUB DATE Aug 87
NOTE 59p.; Photoreduced newspaper articles, pages 33-35, will not reproduce legibly.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adult Basic Education; Classroom Techniques; Educational Strategies; *English (Second Language); Geometry; *High School Equivalency Programs; Labor Education; *Literacy Education; Mathematics Instruction; Newspapers; Oral History; Poetry; Prior Learning; Questioning Techniques; Reading Instruction; Science Instruction; Social Sciences; Spanish; Student Centered Curriculum; *Teaching Methods; Unions; Vocational Education; Writing Instruction
IDENTIFIERS Collaborative Teaching; Writing to Learn

ABSTRACT

This report presents work done by participating General Educational Development (GED), adult basic education (ABE), and English-as-a-Second-Language (ESL) instructors in collaboration with the Institute for Literacy Studies at Lehman College (City University of New York). The report is in three sections. The first section is a statement, in list form, of what workshop participants agreed represents components of their philosophy on teaching and learning. The second lists and defines the classroom strategies that seem to fit the philosophy best, and, where possible, offers brief examples of how these approaches have worked or might work in the classroom. The classroom strategies include student-centered and writing-to-learn approaches, collaborative approaches, and interview techniques. The third section offers sample lessons and projects designed by participating teachers, individually or collaboratively, and implemented based on workshop readings, writings, and discussions. Projects are listed under the following headings: GED units on the Constitution, on developing questions that motivate, on research journals for home care workers, and on activating background knowledge in geometry; Spanish GED units on reading, writing, and oral history, and on writing and publishing poetry; a GED unit on math; an ABE unit on using the newspaper to explore life and work in New York City; and an ESL unit on developing writing skills and union participation through oral history. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED316060

THEMES FOR LITERACY ACQUISITION:

SOME BELIEFS AND APPROACHES FOR TEACHING GED, ABE, AND ESL

A publication of
The Consortium for Worker Education
In collaboration with
The Institute for Literacy Studies, Lehman College, CUNY

Contributors

Shirley Edwards
Tracy Gross
Virginia Moore
Desmond Reid
Bienvenida Rodriguez
Allison Rutledge-Parisi
Dorothy Suecoff
Sondra Wollins

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Wolfe, NI

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL800072

BEST COPY AVAILABLE

THEMES FOR LITERACY ACQUISITION:

SOME BELIEFS AND APPROACHES FOR TEACHING GED, ABE, AND ESL

A publication of
The Consortium for Worker Education
In collaboration with
The Institute for Literacy Studies, Lehman College, CUNY

Contributors

Shirley Edwards
Tracy Gross
Virginia Moore
Desmond Reid
Bienvenida Rodriguez
Allison Rutledge-Parisi
Dorothy Suecoff
Sondra Wollins

CONSORTIUM FOR WORKER LITERACY
GED/ABE SEMINAR

TABLE OF CONTENTS

page

INTRODUCTION....1

TEACHING/LEARNING BELIEFS....3

TEACHING/LEARNING APPROACHES....6
Definitions and Examples....7

APPLICATIONS OF BELIEFS AND APPROACHES
SAMPLE LESSONS
- Using Student-Centered and Writing-to-Learn Approaches....16
- Using Collaborative Approaches....19
- Using Interview Techniques....22

SAMPLE PROJECTS
- GED Social Science: The Constitution....25
- GED Science: Developing Questions That Motivate....28
- GED Reading/Writing/Job Training: Research Journals for Home Care Workers....30
- Spanish GED: Reading, Writing, and Oral History....34
- Spanish GED: Writing and Publishing Poetry....35
- GED Math: Activating Students' Background Knowledge of Geometric Forms....36
- ABE: Using the Newspaper to Explore Life and Work in New York City....37
- ESL: Developing Writing Skills and Union Participation through Oral History....39

INTRODUCTION

From January to May, 1987, Michael Holzman, Richard Sterling and I, representing the Lehman College Institute for Literacy Studies, led a series of workshops at the Consortium for Worker Education in which teachers met with one another and with us to examine the goals and structures of the GED curriculum (and, ultimately, of ABE and ESL curricula as well) and to explore innovative ways of using language for learning in the classroom. Through the readings, writings, and discussions in the workshops, teachers had the opportunity to exchange current good practice from their classrooms, to constructively address the constraints on their teaching, and to develop theoretical frameworks from which to generate new ways of teaching their classes. They experimented with new teaching practices, discussed the results of these experiments, and then collaboratively produced lessons and projects which can serve as models for other learning activities in classes run by the Consortium.

This booklet represents the work done by the participating GED/ABE/ESL instructors in collaboration with the Institute for Literacy Studies. We have divided it into three main sections. **Some Notes on Teaching and Learning Beliefs** is a statement, in list form, of what all participants in the workshops agreed represented components of their philosophy of teaching and learning. A major challenge of the workshops was to develop ways in which these philosophical statements could be put into practice in the classroom. **Teaching/Learning Approaches** lists and defines those classroom strategies which seemed to best fit the philosophy and, where possible, offers quick examples of how these approaches have worked or might work in the classroom. Finally, **Sample Applications of Beliefs and Approaches** offers lessons and projects that participating teachers designed--individually or collaboratively--and implemented based on their workshop readings, writings, and discussions.

Some acknowledgements need to be made in connection with this project. First of all, this work would not have been possible without the attention and advice of Fran Boren, Director of the Consortium for Worker Education, whose vision as an educator has been central to the development of the Consortium's programs. Second, the participating teachers, who met with us regularly at odd hours (and in odd rooms) in spite of exhaustion, bad weather, and long teaching days, demonstrated an enormous commitment to classroom experimentation and careful thinking about educational issues. And third, there would have been no publication without the triumph of Cynthia Green, Executive Assistant at the Institute, over our new desktop publishing equipment. Thanks to all.

This work is by no means exhaustive. We do hope, though, that the ideas and practical classroom suggestions it contains are useful, and serve as invitations to other Consortium teachers to experiment in their own classes.

Marcie Wolfe
Institute for Literacy Studies
August, 1987

SECTION I

SOME NOTES ON TEACHING/LEARNING BELIEFS

SOME NOTES ON TEACHING/LEARNING BELIEFS

Student Knowledge

1. Know who the learners are--adults who bring their backgrounds, their cultures, to the program.

2. Work from what students know, rather than from what they do not know--use student knowledge as part of the classroom process.

3. Support students' strengths, build their confidence.

4. Foster student perception of the class as a place where they can achieve success and accomplishment.

Active Learning

5. Foster student control over the educational process, rather than dependency on teachers or curricular materials.

6. Encourage collaborative work by the students.

7. Promote active learning; encourage students to pose their own questions rather than just answering the questions of others.

8. Encourage students to bring to the class materials they are comfortable with, which they find relevant to the work there.

9. Provide students with <u>real</u> reading materials--books, newspapers, what students want to read.

10. Use writing as one way of learning about the self, and about content material.

11. Encourage discussion connected to reading and writing.

12. Develop a community of learners/teachers in the classroom.

GED For What?

13. Understand that students see GED classes as a way to achieve their educational goals.

14. Use GED materials and tests as a beginning point for learning, as well as an initial goal.

15. Provide students with practice in analyzing the types of questions used on the GED, not simply practice in answering them.

Power

16. Know yourself well; reflect on and question the impact of what you do in the classroom.

17. Examine the issue of power in the classroom as a vehicle for student/teacher reflection about the world.

SECTION II

TEACHING/LEARNING APPROACHES

TEACHING/LEARNING APPROACHES

The ideas, lessons, and projects that follow in Section III focus on the teaching and learning approaches listed below. Brief definitions and examples follow this page.

Student-centeredness

Examining our own writing processes

Speculative writing (writing to learn)

Learning logs

Dialogue writing

Timelines

Writing for self-awareness

Oral histories

Interviews

GED writing

Posing questions for reading comprehension

Working in groups

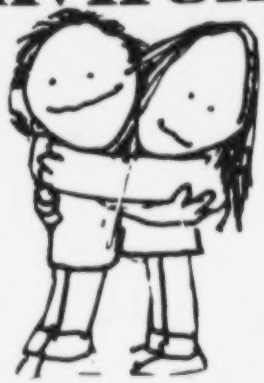
Building on students' prior knowledge

Hands-on/connections with work

STUDENT CENTEREDNESS: IS THIS IT?

environment

IS THIS IT?



IS THIS IT?

IS THIS IT?

exciting

students!

IS THIS IT?

learning

TEACHING/LEARNING APPROACHES: DEFINITIONS AND EXAMPLES

Student-centeredness

Recent research and surveys of classrooms across the country suggest that efforts are being made by teachers to try to correct the imbalance of power in the classroom. Traditionally, classrooms have been **"teacher-centered"**--students' learning experiences principally have been controlled by the teacher. In a teacher-centered classroom, it is the teachers who make decisions about material to be read and topics to be written about, who ask the questions and control the discussion as students answer. We have spent a lot of time this year discussing ways of making classrooms **"student-centered,"** hoping to define for ourselves what it means and how to achieve it.

Student-centeredness implies that in a classroom power is shared, based on a common understanding that students, as well as the teacher, bring with them goals and objectives for learning, as well as prior knowledge and experience essential to learning new things. Goals and objectives are then negotiated in the classroom; prior knowledge is invited and validated. Topics to be covered, tasks to be accomplished, and methodology to be used emerge from these negotiations.

There must be mutual respect, a professional understanding that the teacher and the student are partners in creating the learning experiences that will benefit both. Student-centeredness is best achieved when student and teacher understand that power does not have to be threatening, that it can be used toward learning more about themselves and life.

Shirley Edwards

* * * * *

An examination of the issue of POWER in the classroom can be a vehicle for reflection about and in the world. Education is all but neutral and autonomous. This is by far the most elusive issue in education (I have yet to find an education class or seminar that would systematically address this question) and perhaps one of the greatest permanent challenges to anyone earnestly involved in the learning process.

The classroom should be not only a place in which certain types of learning are consistently tackled but it should also be a workshop, that is, a relatively free yet supportive intellectual and emotional environment which propitiates new ways of perceiving and hence acting.

Freire's famous "reading of the world," which is critical to education as it must precede the "reading of words," may serve as a guiding metaphor even in GED courses when one considers the importance of the student in the studying-learning process and implements its broad implications.

Virginia Moore

Examining our own writing processes

Studies of the writing process have shown that the way people write is often a very individual experience. Everyone does not have the same process; in fact, each of us applies different strategies for writing when faced with different tasks. We plan writing differently, get stuck in different places, experience frustration and satisfaction for different reasons. This information is essential in working with students on their writing. When we invite students to write, we should attend to the process of writing, not just to the product. We should provide the opportunity for them to compose and then to revise their work to get it closer to their meaning. It is useful to ask students to share what happened to them as they wrote a practice GED essay, or a memory, or a letter. In this way, students can help each other find strategies to get beyond difficulties as composing and revising, and teachers can consider students' strengths and difficulties in they guide a class through writing and then assess the final product. Teachers may discover, for example, that students find it easier to write when they choose their own topics, or when the writing is untimed; or that fear of spelling errors prevents some students from composing freely; or that although the final piece still needs work, significant improvements were made in revision.

After students write a piece for class, I often ask them to do one more short bit of writing--to tell the story of how they wrote the piece they wrote. In other words, what difficulties did they have? How did they get beyond those difficulties? How did they find a way to begin? What did they think about? Etc. Then I ask students to share this writing and discuss.

Marcie Wolfe

Speculative writing (writing to learn)

Speculative (or expressive) writing represents on paper a learner's thinking, with little or no attention to outside audiences or form. It is writing primarily for the writer, a way of trying out and coming to terms with new ideas. Free from the restrictions of much formal writing, a writer may jump from facts to questions to anecdote to emotion as she "thinks out loud on paper" in response to new information read or experienced. Speculative writing can be used to motivate interest in a topic, as a way of inviting students to make

connections between their own experience and a topic, to express opinions and attitudes. It can be done in response to readings or to begin or end a discussion in class.

In Bienvenida Rodriguez's classes, for example, students have used this type of writing to speculate about the implications of the new immigration law. In Dorothy Suecoff's classes, students wrote in response to the word, "welfare," discussed it, and then looked at its meaning in the Constitution.

To assist students in understanding what is meant by "thinking on paper," you may want to invite them to use any of the following sentence openers as a way of getting started:

I don't understand...
I was reminded of...
I realize...
I like the way...
I think...
I'd like to know...
If _____, then...
One consequence of _____ could be...
I noticed...
I'm surprised that...
I'm not sure...
I wonder...
If I were...
Although it seems...
A central issue seems to be...

Learning logs

Speculative writing can be collected in a form of journal called a learning log. In a learning log, students may, for example, keep a record of how they solve word problems in math, or the questions they have about biology, or responses they have to a book they are reading. See Allison Rutledge-Parisi's project on research journals (p. 30) for an example.

Dialogue writing

Writing dialogues can be another way of using writing to learn, or to give students some practice in writing in another form. Dialogues can be written by two students together, passing one paper back and forth, or by individual students writing both parts of the dialogue.

Dialogues might be written in which:

--students introduce themselves to each other;
--students try to persuade each other about an issue;
--one or two students dramatize two characters' conflict in a book;
--students explain a concept to each other (e.g., in math);

--students dramatize an event in local, national, or world history (recent or ancient);
--students record an overheard conversation about an issue.

Dialogue can be a useful first step to writing a GED essay; through a dialogue on a specific topic, students can discover and plan the ideas they might include in such an essay.

Timelines

I used this idea in both my ESL class and my GED class, with mixed success.

You ask students to draw a line and write the most important events of your life along that line, in chronological order. The events can be made more specific, like one's progress through school, or all the jobs one has held, all one's lovers. Then, I would ask the students to write about the most pivotal event, or the saddest, or happiest etc.

In my GED class, with a group of students all in their teens, I asked them to write a letter of advice to themselves on some past decision they made. In other words, write to the person you were back then, tell that person what they should do. This exercise provoked a lot of emotion for some of them, and some exciting writing. The hard part in this class was to get them to put down important events. They all insisted that nothing of importance had happened to them. After a lot of questioning and encouraging, they all came up with at least three or four occurrences. That was a lesson for me in how low their self-esteem was, and for them in how much they actually had gone through without acknowledging it.

Allison Rutledge-Parisi

Writing for self-awareness

Five Most Important Parts of Life:

I used this idea in both ESL and GED. Another teacher, Sondra Wollins, gave me the idea.

I asked my students to write the five most important things in their life on index cards. I put a garbage can in the middle of the circle, and asked them to take turns throwing one item in the garbage. Each student had to give a reason why they chose this item first, or how they would live without it. I also asked them to record the reason in a sentence in their notebooks, which came in handy later. We went around the circle until all the cards were gone. When the exercise was finished, I asked them to write freely on what the exercise had made them think, feel, etc. Then their sentences were useful as reminders of

the decision-making process they had gone through. We got a lot of very thoughtful, emotional writing out of this exercise, and one poem.

Allison Rutledge-Parisi

Interviews and oral histories

Oral history provides specific information pertaining to historical backgrounds, customs and mores. The collection and writing up of people's stories encourages students to use all four parts of language--speaking, listening, reading, and writing.

Here are some suggestions for starting interviews and oral histories:

1. Ask students to imagine that they are being interviewed by a reporter from a newspaper. The reporter wants to know biographical information:
   a. Where were you born?
   b. Did you move a lot?
   c. If so, where did you move to?
   d. What special skills do you have?

Have students work in pairs on these interviews.

2. Make a list on the blackboard of the places people have visited. Discuss how they liked the place:
   a. Most interesting sight?
   b. What was it like?
   c. What did you think of the food?

3. Have students find newspaper articles that pertain to their "home" countries. Ask them to share articles with the rest of the class. The class can develop questions they wish to ask the "expert" about that student's home country.

4. Ask students to bring in menus from different ethnic restaurants. Ask students to discuss the types of dishes. This will lead into a discussion about what is grown in the country, the climate, etc.

5. Students can conduct interviews and compare information on houses of worship, restaurants and clothing stores for each different background.

Sondra Wollins

Note: Oral histories also make good reading material for students. See Studs Terkel's books, especially Working and American Dreams Lost and Found, for first-person

accounts of working in different jobs, facing struggles as an immigrant, and what it means to be "successful" in this country.

GED writing

There are many people who do not like writing because they feel that they do not write well. They become so afraid that they will perform badly in writing that it becomes a self-fulfilling prophecy. This difficulty is compounded when writing becomes something on which students are tested.

It is important to stress the composing and revision process in teaching the GED essay. Students should remember that what they write can be changed, rewritten, shaped to get closer to what they want to say. If the student becomes comfortable with writing, there should be no problem in tackling whatever topic is given on the GED writing test.

For this very specific task, students can be given fundamental help in, first of all, deciding what they want to say. Students may find various pre-writing strategies useful--free-writing, jotting down ideas quickly, list-making, etc. The next step is to decide what things go together in sequence, and to decide in what order one wishes to enumerate them and what information can support ideas, bearing in mind that one should start with an introductory statement, have a text, and then a conclusion. Drafts can be shared with a partner to get feedback for revision.

Tip: Students can also be encouraged to use comparison and contrast because even if they are weak in the topic area given on the GED, they can boost their perceived knowledge by dealing with it in light of some related area they know well.

Desmond Reid

Working in groups

Structuring the class so that students work in groups is one way to make a class student-centered and active. Through the collaboration and talk that occurs in groups, students can often learn more quickly and thoroughly. Certainly students can work in pairs or groups to comment on each other's writing. See the following page for an example of students working in groups on a reading assignment; other examples of group work are in the lessons and projects that follow in Section III of this booklet.

Posing questions for reading comprehension

Rather than have the students answer reading comprehension questions, I had them write their own. I led up to this exercise gradually.

First, I gave out an article with the usual complementary questions. However, rather than ask the students to answer the questions, I asked them to identify what kind of questions were asked, what type of information was needed: facts? reader's point of view? author's point of view? inference? This last category required a lot of introduction and explanation. All four categories obviously come from me, not the students, and I cheated by making up the questions myself so that they clearly fit one or two categories.

I repeated this exercise with a couple of readings.

Next, I wrote the title of an article on the board: "Visa Into A White World." I chose the article because of the provocative title, and because it tells a strong story--a Columbia English professor, Black, is barred from a shoe store with a buzzer door until he flashes his American Express Gold Card. Without letting the students read the article, I asked them to say what images the title raised in their mind, and what questions they had about the story based on those images. Once we'd compiled a lengthy list, we read a chunk of the article. Then we went back to the questions and saw which were answered, yet to be answered, or clearly irrelevant. We also made up some new questions based on what we'd read so far.

Finally, after completing the above lessons, I gave out some articles on favorite music groups (Janet Jackson, Cameo and Run DMC). The class split into thirds and each group took one article. Before reading the article, they had to think of what questions they would ask that group if they were the interviewers. Then they read the article, and noted which questions were answered. I asked them to notice why some questions went unanswered, what the slant was on the article they read: general interest? latest album? scandal? Did the interviewer seem to like the group or not?

Once the class had completed that part of the exercise, each section made up some reading comprehension questions for the rest of the class to answer, based on the article they'd read. I asked them to be sure to include all four types of questions that we'd identified: fact, inference, author's point of view and reader's point of view.

Allison Rutledge-Parisi

Building on students' prior knowledge

Many students come to the GED/ABE class with low self-esteem. They may consider themselves to have failed in school because of having dropped out, even if it was because of the family's financial circumstances. Some even believe that there's a stigma attached

to an adult going back to school after what are sometimes many years of absence. Others are actually told by their children and others that they are "dumb."

There are, however, many positives that can be taken advantage of in the education of adults. First and foremost is that they are stimulated to learn. Secondly, there is a storehouse of pre-existing knowledge which they bring. For example, in a classroom there are many students from many different places and they have experiences that no other students have. Their knowledge runs the gamut from geography to economics, history, anthropology, science, and even mathematics. These experiences can be shared with other students, to everyone's benefit, and will help the students realize that they have in fact acquired a storehouse of knowledge which only needs to be built upon.

Desmond Reid

Tip: Before beginning a new topic, ask students to write down what they already know about the topic and then pool this information. This activity will increase curiosity, raise questions, and make use of student expertise.

Hands-on/connections with work

One area of expertise that students bring to class is their knowledge of their work. Wherever possible, ask students to make connections between material to be learned and concepts connected to their jobs.

For example, Shirley Edwards uses diagrams of boilers and related hands-on activities to promote job-related reading skills. Dorothy Suecoff, working with students who work with their hands, teaches fractions and geometric shapes by having students take apart models of rectangles and square. In the certification classes for exterminators, an exterminator team-teaches with a literacy teacher, providing specific connections between reading strategies needed for the civil service test and the material which will be on it.

SECTION III

APPLICATIONS OF BELIEFS AND APPROACHES

SAMPLE LESSONS AND PROJECTS

SAMPLE LESSONS: USING STUDENT-CENTERED AND WRITING-TO-LEARN APPROACHES

Science

Focus: Digestion as a process; the how of digestion.

Motivation: Question from GED exam/Saltine cracker test/Protein (meat) test

Activities:

1. Pass out question from GED test: Digestion takes place completely in the a)mouth b)esophagus c)stomach d)small intestine.

2. Ask students what they think digestion includes (how and where). They write down their ideas. Discussion follows.

3. Conduct demonstration with saltine crackers. (One student chews cracker and spits into test tube. One student crumbles cracker into another test tube.) Teacher explains test for breakdown of starch: solution turns black if it's still starch; blue-black if starch/sugar; copper red if starch changed to sugar completely. Students test and find chewed saltine is blue-black.

4. Teach process of enzyme breakdown. Students can conclude therefore that there are not enough enzymes in mouth to break starch into sugar. So digestion must proceed throughout the body. Teach process in body.

5. Ask students to devise experiment to test digestion of protein. They jot down ideas, share them with class, and revise experiments based on class comments.

6. Create chart comparing difference between digestion of protein and starch.

7. Discuss digestion--how is it different from what you'd previously thought?

Social Science

1. Definition of social sciences (defined broadly)
   --social/human interaction
   --systems/procedure development
   --manipulation of environment

2. Awareness development: Identify impact of people on their environment. (Manipulation through technology, etc.)
   --Ex. Boiler--we manipulate temperature
   --Ex. Train/planes/etc.--affect travel, scheduling, choice of life style

3. Lesson development (student-oriented)

a) Time traveler strategy. Have students select and research an historical era to "travel through." Have them select some sort of technology that during that time manipulated people and events.
(Ex. Civil War--cotton gin, cotton mills in north.) Have students write reports/make oral presentations.

b) Role playing. Have students pick two or more major historical figures who had opposing viewpoints/positions on an issue.
(Ex. American Revolutionary War--Washington and Cornwallis.) A debate forum or dialogue writing can result from this.

Note: Role-playing and dialogue writing can also be used to explore other themes in social science: landlord-tenant relationships, conflicts between labor and management during the growth of the unions, etc.

Literature

Student-centered strategies for teaching literature and for using writing in connection with literature:

1. Student selection of reading material.

2. Asking students to bring in examples of specific types of literature.

3. Role-play characters (or author) orally or in writing, or take character out of context of story and place into another context.

4. Writing about a particular topic over a period of time before introducing literature that deals with this topic.

5. Include literature which addresses various cultural and age groups.

6. Invite authors to visit the class; invite students to write to living authors they admire or have questions for.

7. Trips to theater and museums--writing about what they see can lead to other discussions (symbolism).

SAMPLE LESSONS: USING COLLABORATIVE APPROACHES

Social Science

Topic: Morality

Objective: Students will read article, establish a position (pro or con), and discuss their findings.

Procedure:

1. Select current article supplied from a magazine. Introduce morality as a controversial idea. Brainstorm with students as many key words as possible which the word "morality" suggests to them. Give preview before reading article. Lift vocabulary relative to the article. Outline what is to happen.

2. Read article and discuss.

3. Introduce debating as a format for presentation; identify a moderator and recorder.

4. Have students seek out further information on their own and take notes on information to add to their positions.

5. If possible have students bring in guests (speakers on the topic).

6. Have students prepare debate notes in writing.

7. Conduct debates.

Mathematics

Collaborative strategies for teaching geometry:

1. Use diagram of boiler to support questions about geometry that might appear in the GED section on math concepts.

2. How many right angles are found in the labeled section of the Boiler Room Operator's Guide?

3. Students study diagrams in pairs; decide how many right angles there are.

4. Pairs report back.

5. Analyze definition of angles (i.e., right, complementary, straight line, vertical, obtuse and acute).

6. Students can then make appropriate decisions based on their understanding of these geometry concepts.

Tip: Use work measuring tools in classroom to find area, perimeter.

Reading

Collaborative strategies for teaching reading:

Topic: "Professionalism" Article

Objective: To relate the notion of "professionalism" to their own behavior (JET Program).

1. Students define "professionalism."

2. Read first five paragraphs of article--reading comprehension/discussion/free discussion. Identify the issue of code of silence vs. professionalism.

3. Form two groups of students. Assign team leader and team recorder for each group.

4. In each group, students role play (with recorder noting dialogue): one cop who has committed a crime, fellow officer (a partner) who has witnessed the crime, and the Police Commissioner, who has to investigate.

5. Students write down the play and present to classmates. Further discussion about the plays and about the issue.

6. Students individually write their impressions of the exercise.

7. Discussion.

SAMPLE LESSONS: USING INTERVIEW TECHNIQUES

Science (GED and Pre-GED)

Topic: What is an auto immune disease?

1. Motivation: Small project regarding the use of and development of immune-altering drugs used in the treatment of AIDS. Students will have researched the development of such drugs as AZT, and will have submitted a short critique for discussion.

2. The papers will be copied--all students will receive copies of each other's papers.

3. Students exchange papers in pairs and then interview each other based on the paper received from the partner.

4. Questions will be derived by the students by reading each other's papers. Those questions will then by used in the interview. Using this method, each student will be both the giver as well as the receiver of information, and all students will contribute to the collective knowledge of the class.

History (GED)

Using interviewing in connection with the topic of war:

1. Ask students to brainstorm (in writing) questions on the experience of war.

2. Read an account, novel, history, etc. of war experience or see a film or photo exhibit.

3. Ask students to revise questions, based on #2 above.

4. Students interview each other in pairs and take notes: "Have you or any of your family or friends had experience with war?"

5. Share interviews with class.

6. Compare different accounts.

7. Research: Present students with a timeline of a specific war. Each student (or a group of students) chooses one event on the timeline to research and write about.

SAMPLE PROJECTS

PROJECT: GED SOCIAL SCIENCE
THE CONSTITUTION OF THE UNITED STATES

Overview

Aim: Students will learn how to understand and interpret the Constitution of the United States.

Behavioral Objective: Students will be able to display competence in objectively reading the U.S. Constitution and judging its impact upon the people within the realm of their knowledge of events.

Motivation: Students are asked to share with each other what they understand the Constitution to say and mean and give examples of the impact of the Constitution.

Materials: Copy of the Constitution with all the Amendments; text; newspaper clippings; magazine articles.

Concept: The Constitution of the United States is interpreted differently by different people and institutions, and therefore its impact has diverse ramifications on the citizens of the United States.

Procedure: Students are first asked to tell what they know about the Constitution of the U.S. and to say, in the case of immigrants, whether their native countries have a document of a similar nature (e.g., the Magna Carta in England).

The text is then read and discussed by the students, with the accent placed on their understanding of the passage. Diverse views are encouraged and students are reinforced in not feeling "silly" if their views are totally opposed to everyone else's.

Support materials, such as newspaper clippings, magazine articles, and excerpts from the Constitution are introduced by students and teacher in support of or in opposition to particular views presented.

Summary Questions: Questions asked and encouraged by the teacher, such as: "What do you think the framers of the Constitution intended the outcome of a particular passage to be, and do you think it is relevant at this point in history?"

Follow-up: Homework assignment is given to the student to research a particular article or event with constitutional impact for future discussion with the class.

Using students' background knowledge

Students were asked to share with the class their knowledge of the United States Constitution. They were then asked to compare and contrast it with any other documents they know of in any other countries (including their own countries of birth if they were born elsewhere). One document mentioned was the Magna Carta in England.

The consensus was that the Constitution has a far-reaching effect on the day-to-day functioning (and the quality of life) of all the citizens and residents of the United States, as well as on most of the world's population through its impact on the foreign policy actions of the U.S. with the rest of the world. It is not surprising, then, that almost any occurrence that impacts the life of a citizen can be used to teach and interpret the Constitution of the United States.

Discussion and debate

There are many contradictions to be found between the practice (or enforcement) of constitutional guarantees and the guarantees themselves and this fact is used as a stimulus (motivation) to engage students in discussion. For example, one discussion was centered on the fact that the first ten amendments to the Constitution, known as the Bill of Rights, guarantees freedom of speech, among other things. The Bill of Rights was ratified in 1791. Yet, during the term of office of President John Adams (1797-1801) Congress passed the Alien and Seditions Act which subjected anyone who spoke or wrote against the Congress or the President to fines and imprisonment.

Related readings and discussions

Students were asked to bring in articles from newspapers, magazines, or other publications which they considered relevant on any discussion topic, with the result that we discussed the Constitution's protection of one individual's right to smoke as opposed to another's right to be protected from that smoke, which could be hazardous to his/her health, as well as some of the following concerns.

The Constitution was also discussed in the context of racism and sexism. A Sun Features article titled "Job Options for Women Are Expanding" and an article in the April, 1987 issue of Ebony magazine are two examples of articles provided by the teacher and students on the topics. Discussion began with why it should be necessary to even be concerned about racism or lack of options for women when the Constitution guarantees the rights of all people. These discussions stimulated investigation of the conditions at the time when the Constitution was being written. For example, how could it expound that all men were created equal and yet the signers continued to be slave holders? Did they mean all white men? Why, then, were voting and other rights excluded from white males until the time of the presidency of Andrew Jackson (1829-1837)? What about women? Did they literally mean men and not women? And what about Black people? It

is well documented that the three-fifths compromise made them only three-fifths men. So how could they be equal?

As if the Constitution and its amendments are not hard enough to understand, we are faced with the variant interpretations by the different "scholars." The result is that the discussions and arguments about the Constitution will continue ad infinitum. This fact makes it very easy to stimulate student interest and discussion of the topic.

Note on methodology

The lesson is set up in such a way as to maximize student participation. The student learns mostly through peer discussion and analysis--listening to one another, speaking about the topic and expressing opinions, as well as reading aloud without being afraid to say the wrong word or to mispronounce. Since all students are expected by the teacher and their peers to participate, everyone has an equal chance to make mistakes.

I selected this method because, while teaching material needed for the GED, it teaches the student to not accept anything at "face value," but rather to think of all the possible sources of impact. Furthermore, this method enables the student to "learn for life" or, as the Consortium phrases it, "empowers" the student.

The teacher's role is one of facilitator. This means that the teacher "moderates" the class, summarizes the goals and accomplishments, redirect questions so that the students provide their own answers, directs them to relevant sources of materials and, only as a last resort, provides direct answers. The teacher also does the administrative work.

The result is that the student retains more, feels more confidence, and is able to more easily transmit thinking skills to other areas of life.

Desmond Reid

What's Behind The Resurgence of RACISM In America?

Experts cite President Reagan's federal and economic policies as well as a declining number of jobs

By Walter Leavy

THEY were thought to be things of the past—the seething hatred, the open use of racial slurs and the racially motivated violence. But then, suddenly and shockingly, came the ugly incidents in Howard Beach, N.Y., and Cumming, Ga. And even those who had refused to acknowledge its existence, then realized that the dangerous monster called racism, seemingly caged for a while, is on the prowl again.

During the past few months, there has been repeated and convincing evidence that there is a resurgence of racism in America that threatens the lives and livelihood of Blacks in all parts of the country. "In America, the thing that's so tragic is the fact that racism has been practiced for the most part against Blacks for no other reason than they were Black," says Benjamin Hooks, executive director of the NAACP. "Thousands and thousands of Blacks have suffered as a result of this attitude, and I don't see an end to it coming very quickly."

Despite recent racial outbreaks, there has been relative racial peace during the past few years, but conflict between the races didn't disappear. Instead, it seemed to exist in a state of dormancy. Since the Civil Rights Movement of the '50s and '60s and through the '70s, racism was more like a smoldering fire, just waiting for the fuel it needed to burst into a full-fledged, destructive blaze. And many observers say during the '80s it has been given the fuel it needed to erupt.

Dorothy Height, president of the Washington, D.C.-based National Council of Negro Women, was in the midst of the Civil Rights Movement of the '50s and '60s. She says a great deal of what was gained during that struggle could be lost if this administration doesn't begin to vigorously enforce civil rights laws.

Sidney Hyman, an outspoken columnist for the New York Daily News, says, "In 1964, '65, '66 and '67, we had the Kennedy legacy and President Johnson was in the White House. Comments on race weren't socially acceptable at that time. Things changed in the White House and now you get what you get."

U.S. Rep. Charles Rangel (D., N.Y.), who has been openly critical of the president's economic policies, says racism usually appears during rough economic times. And those persons who are likely to resort to violence "are usually less tolerant, more ignorant, more volatile and most likely to be looking for a scapegoat."

William Bradford Reynolds, the assistant attorney general who's in charge of the Justice Department's civil rights division, insists that the Reagan administration has filed more civil rights prosecutions than any predecessor. He also claims that there is nothing to support the notion that racial tension is rising in America.

RACISM Continued

Black and White leaders alike have put much of the blame at President Reagan's doorstep, charging that his administration has created a climate that allows racism to flourish. "Undoubtedly the Reagan administration's policies have widened the gap that separates the races," says the Rev. Joseph Lowery, president of the Southern Christian Leadership Conference. "When you have a leadership whose policies at the domestic level are insensitive at best and assaultive at worse, you find that the trickle down theories that don't work in economics do work in attitudes and behavior. He has set the tone, and people are following his lead."

Whatever the cause, insensitivity and racial intolerance are becoming more and more evident among Whites, and they are displaying those feelings in places such as Howard Beach, one of the White sanctuaries located on the southern shore of Queens and Brooklyn. During the night of December 19, a group of White youths, hearing that three Blacks were passing through the community, confronted them outside a pizza parlor after their car had broken down nearby. The gang chased the men with a baseball bat and a tree limb, and beat them. One of the Blacks, Michael Griffith, 23, managed to break free from the gang. In an effort to escape, he ran into the path of a car, was struck and killed. It was an incident that Mayor Ed Koch of New York called "the worst murder in the modern era."

After some tension-filled days and a protest march by Blacks and Whites, three of the White teen-agers were charged with murder and nine others were charged with crimes ranging from manslaughter to inciting to riot.

Less than a month after Griffith's death another ugly incident developed in all-White Cumming, Ga., about 30 miles north of Atlanta. A group of about 75 marchers had come to Forsyth County to protest after a White resident said threats had forced him to cancel plans for a march to show that Blacks were welcome in the county. (No Blacks have lived in Forsyth County since 1912.) The protestors were met by a crowd of about 300 angry Whites. And, as it was during the turmoil-filled days of the '60s, the demonstrators had to run for cover when the crowd began throwing rocks, bottles and mud.

Incensed by this act of racism, more than 20,000 marchers returned to Cumming the following week—in one of the largest demonstrations in the Deep South since the '60s—to protest the blatant racial intolerance in Forsyth County. This time the protestors, protected by 1,700 National Guardsmen and 500 Georgia state troopers, were greeted by about 1,000 hate-filled and jeering Whites who met them with a string of racial slurs and an occasional rock and bottle.

Although the incidents in Howard

Samuel R. Pierce, Jr., secretary of Housing and Urban Development (the only Black cabinet member), says it "appears" that racism is creeping back into society, but the Reagan administration is not to blame. "People shorthand it and put it that way," he says, "but I think that's wrong."

Earl I. Brown, a nationally syndicated columnist, has studied racism and racists since the early '50s. He says, "The social climate in America says that racism is tolerable and even fashionable in some neighborhoods. The racists are smart enough to know when to come out."

The Rev. Joseph Lowery, president of the Atlanta-based Southern Christian Leadership Conference, says, "I think if the Justice Department just enforced the present laws, they could put the Ku Klux Klan, those neo-Nazi groups and other racist organizations out of business in a hurry."

Bruce Bell, attorney general during the Carter presidency, says, "Racism won't ever die because there will always be a place like Forsyth County, Ga. (which has been all-White since 1912). But overall, in comparison to some other places, race relations in the South are rather harmonious."

Job options for women are expanding

By ADRIENNE M. JOHNS

AT THE AGE of 45, Elizabeth Nelson, the mother of four school-age children, earned a law degree. After working several years for a small law firm, Elizabeth finds her job repetitious and plans to ask her boss for more challenging assignments.

Irene Matthews is a merchandising executive with an East Coast department store chain. As she nears retirement, Irene is increasingly frustrated by the disparity between her salary and that of several male colleagues who have less experience but earn more money. She is also anxious about whether, after retiring, she can parlay her job skills into a successful business of her own.

Armed with a degree in biochemistry, Teri Lamont ponders whether to accept a job offer from a major food manufacturer or use a grant offered by a top-ranked midwestern university to begin graduate studies in engineering.

Married at 22, divorced at 25, Diane Thayer works as a typist in the busy newsroom of a television network's affiliate. She would like to learn more about producing shows and perhaps move into that area, but she plans to delay actively pursuing her career until she completes her college studies.

Stories like these illustrate some of the challenges and potential rewards facing today's working women. Each woman has options on how to improve her worklife. As women make gains in the workplace, Elizabeth, Irene, Teri and Diane, and millions of women like them, have more options for managing their careers, and they also learn there are still obstacles to overcome.

Many of the barriers that working women faced 20, or even ten years ago have eroded. On the basis of their sex, women are no longer barred from pursuing a higher education that would lead to a prestigious profession of their own choosing. Today women represent 27% of graduating physicians, 30% of new lawyers, 21% of dental school graduates, 40% of business school graduates and 48% of graduating pharmacists.

As women take positions in higher education and succeed in the workforce, they find that some of the traditional prejudices against them are disappearing. No longer is there a standard viewpoint that holds that women, because of their gender, are temperamentally unsuited to hold management positions, that women rarely expect or want positions of responsibility and authority, or that women have to be exceptional to succeed in business.

Positive changes are also occurring in the workplace itself. Kraft, Inc., for example, sponsors a counseling program that assists working parents with their day-care decisions. Services such as these are making the work environment more hospitable for both men and women with responsibility for children.

As more women join the workforce, the right of women to compete equally with men for employment opportunity has become accepted. With this acceptance, women shifted their focus from winning equality in the workplace to choosing jobs that offer them the greatest career potential. At Kraft, a woman might choose brand management, for example, where the number of women often equals or exceeds the number of men.

There are more work opportunities for women than ever before, but obstacles to career success and satisfaction still exist. For example, female executives, on the average, continue to earn less than their male counterparts.

Another deterrent to job satisfaction exists in the service work sector—nursing, social work, teaching and secretarial work—that employs the largest number of women. Traditionally the jobs in this field pay less than work usually done by men.

Conventional social norms can also be a barrier to success for some career women, especially those who are trying to balance family life and work. It may be expected that the mother should assume more responsibility for the children than the father. Unless both spouses accept the responsibility equally, and until employers assume that a father is as likely as a mother to stay home with a sick child, working women will continue to operate at a disadvantage.

In some cases, corporate perceptions are changing concerning the roles of parents and their special needs. Some large corporations offer employees flexible work hours so they can coordinate their schedules with the needs of their spouses and families.

The progress women make in the world of work is accompanied by pressure to succeed on the job. No matter what propels you to be successful at work remember that building a career takes time, patience and planning.

Plan the steps of your career carefully, but don't set them in concrete. By keeping your goals somewhat flexible, you have more opportunities to expand the scope of your career. If you are not rigid about career plans, you can respond more quickly and directly to new situations such as an unsolicited job offer or a request from the boss to take on a new challenge.

Recent college graduates who are entering the workforce, as well as other new employees, should establish the contact that may later help their career. New workers often join professional societies in order to meet colleagues who can provide counsel, direction and make them aware of job opportunities.

Forecasters expect the electronic revolution to open up many new job opportunities for women in laser technology, telecommunications and bioengineering, and other areas. Improved technology may also dramatically change the work world of pink-collar jobs. According to one projection, one-half of all clerical and stenographic jobs will be eliminated by the year 2000.

Running their own businesses is another career option that is increasingly popular with women.

Despite great career strides, today's women still have many obstacles to overcome

PROJECT: GED SCIENCE
DEVELOPING GED QUESTIONS THAT MOTIVATE

Background

In a GED class, most of the learning material used for teaching is unrelated to the current adult experiences of the students in the class. Many textbooks use references only relevant to child experiences, and the lack of relevant teaching material can pose a serious problem for GED teachers as well as hinder the level of interest on the part of the adult student.

Procedure

To offset this problem, I have developed a teaching format wherein my questions are developed from the experiences of the adult students themselves. This teaching technique can take the form of group discussions in which the teacher serves as a moderator to focus the questions and concerns of the group so that students will participate and share without feeling overwhelmed. The teacher listens carefully and takes anecdotal notes so that relationships are established between the participants in the group. Questions from these anecdotal notes may be written up for the next class session, remembering to make reference to the discussion from which the notes were taken.

For an example, there are two siblings in my GED class on Monday and Wednesday evenings. The brother is 25 and the sister is 26. What is unique about the two individuals is that they are both genetically albino. In a group discussion about "family sickness" or "other family problems," I learned that this family had eleven children and of the eleven, only six survived and are living here in New York. The parents are originally from Puerto Rico. Of the eleven children, three were born albino; the two siblings in my class and another sister who is two years older than the 26-year-old. All of this information was presented in a class discussion in which we shared some life experiences relevant to the topic of family and the problems found within any given family. The questions below were used in a later lesson on genetic disease.

1. How do we, as people, get to be tall or short?

2. Which parent gives us the ability to become male of female? Explain your answer.

3. Can people born with features such as the colorless skin of _____ and _____ affect other people? Why or why not?

4. How would you explain their lack of color to a three-year-old child? How would you explain this to an adult?

Other suggestions for active student learning in GED classes follow.

Getting information for an on-going science project

1. Use newspaper clippings--carefully summarize the articles so that key points are used by the students in their discussions and writings on the project.

2. Several texts and references should be obtained from the library by a committee of student reference hunters. Specific pages and readings should be carefully outlined and additional supportive material can be made available to each student in this manner.

3. The use of interviewing techniques which help to gather first-hand information about the subject matter of the project can be quite helpful. Students who carry out the interviews must be briefed prior to the interview. Focal and specific questions should also be prepared before the interview so that clear responses are gathered.

4. The use of community agencies can be added to any list. Agencies such as schools, hospitals, radio stations, television stations as well as churches can offer up-to-date brochures and other hands-on information in many subject matter areas.

5. Student experiences--This is an excellent technique that will probably result in a large bulk of information, more unusual, than that gathered from the other sources.

Dorothy Suecoff

PROJECT: GED HOME CARE WORKERS
RESEARCH JOURNALS: FOSTERING JOB-RELATED WRITING AND INQUIRY

Background

The class is made up of home care workers. Health agencies such as HIP or Medicare send these workers to the homes of out-care patients, the elderly, the disabled, families with one parent or a sick parent.

The workers operate in isolation, communicating only with their client, their supervisor once every two weeks or so, and with a nurse, if one is assigned to the case. Their duties include washing the client, feeding him or her, light housecleaning, and making sure the client stays on his or her diet and medication. However, the workers are not allowed to actually administer the medicine. They make between four and six dollars an hour (rarely as much as six). The workers, all women, come from Haiti and the West Indies as well as from the USA. None of the workers in my class has a high school diploma. If you go by the TABE test, their reading levels range from third to fifth grade.

The course, as it was explained to me before I met the students, is supposed to supply these women with a place to meet and discuss their jobs, its problems and rewards. Eventually, the labor union for these home care workers hopes that this course will be certified, making it possible for the enrolled students to meet the requirements necessary for job promotion; however, the course has not yet been approved for certification. That explanation was given to me in one brief meeting before the classes began.

During that meeting, the instructors were given a cardboard box of assorted articles, most of them taken from college level science journals or general adult basic education handbooks, as well as a curriculum outline for other health care courses, though none specifically for home care workers.

In the first few meetings with my students, we spent a lot of time discussing their goals for this course and for their lives. It came out that the students expected an entirely different program. They expected a nurse practitioner to teach them about medicine. They wanted certification.

A more subtle discrepancy between the students' expectations and what I had to deliver lay in their ideas of how a classroom should be structured. Their idea of a nurse practitioner telling them how to do their jobs included expectations of lectures from a teacher with a superior source of knowledge. I told the women that they knew much more about their jobs than I did and in that respect, they would be teaching me. I did, however, explain that I could help them explore the areas they wanted to learn (i.e., science, writing, math, union and health issues) by finding related materials and helping them to break it down, by locating resources such as guest speakers, etc. This is all in keeping with the idea of student-centered learning and student-generated curriculum, but

at odds with how these women wanted to be taught. I felt that I was battling vague disappointment and unmet expectations.

However, all the women identified the acquisition of their GED as a goal and becoming a Licensed Practical Nurse as their ambition. (The GED is required for an LPN). This gave me a handle on how to approach curriculum development.

Still, I feel that I spent the first four weeks circling around the central concerns and issues for these women without really coming to grips with them.

Four weeks into the course, we were given excellent materials designed specifically for the home care worker. These consisted of three binders of carefully developed lesson plans, including case histories, science information, and imaginative activities. I was able to pull a lot of very provocative material from this collection.

Research Journals

The students wanted to learn more about health and the human body so that they won't feel so unfamiliar with their clients' treatment. They wanted to feel more professional. They wanted more respect, and they saw greater knowledge as a means to getting that respect.

From the beginning of the class, I asked the students to keep a journal about their job. (I said, you can certainly write about your personal life as well if you want to.) At the beginning of each class, we all took 20 minutes or so to write about our day, or whatever was on our minds.

The idea came to me that the students should begin semi-independent research on some topic which they would then present to the class. However, all my ideas of structuring the research were based on my experience at school. These women haven't the resources I had, nor the familiarity with decoding written texts. I had to think of a way to give them an "in" to research.

I decided to make the journals more focused, and use them as the research tool. The journals would provide them with a beginning, serving as their primary research. From there (I hoped) it would be easier for the women to make the leap to newspapers, magazines, interviews and the library.

For a first stage, I used one of the handouts from the Home Care binders. The handout described five basic human needs, and presented them in a pyramid. (This is a common tool of psychology courses, apparently). At the bottom of the pyramid is physical need, above that safety and security, then belonging, self-worth, and self-fulfillment. The handout carefully explained each level, gave examples of what the home care worker does to fulfill these needs for her patient, then asked the students to add to those examples. I

also asked the workers to write what they do to fulfill these needs in themselves and their families.

Their assignment was to choose one of the needs and write in their journal throughout the week about that need (see below). What do they do for their client? Their familes? Themselves? Are their activities successful? I hoped that this would lead us into looking specifically at interactions with their clients, as well as with their family, identifying the constant demands made on these women.

Introductory Exercise

Now you've read "Observing, Recording and Reporting." These ideas are important for when you keep your journal. The only difference is, I want you to put in your judgments as well as the simple facts.

Facts: Today my client seemed depressed and angry. She refused to eat.

Feelings: I felt impatient with her because she cursed at me. I tried to be nice, and didn't say what I was feeling. When I got home, I felt more tired than usual.

Assignment for next week:

Look at the five basic human needs. Choose **one** of them. Read the description of that need so you really understand it.

Self-fulfillment
Self-worth
Belonging
Safety and security
Physical needs

In your journal this week, observe and record the activities you do:
--For your **client** to answer his or her basic need.
--For your **family** to answer their basic need.
--For your **self** to answer your basic need.

List all the activities you do.

Remember, you only have to write about **one** of the basic needs listed above.

Example: If you choose **physical** needs, you'll write about all the ways you take care of your clients physically, like washing their faces, feeding them, taking them for walks. With your family, you probably do their laundry, feed them, etc. For yourself, you wash, rest, eat, etc.

(Physical needs are very simple. You might want to choose one of the more interesting needs, like belonging or self-worth).

I started the use of research journals in the home care workers course with two goals: first, that the students would teach a class on a topic they have researched, and second,

that the students would write out their findings and collect those writings in a book that they and others could then read. The second goal was easy to achieve. The first materialized in a sideways fashion.

When approaching new subject matter in our home care binders, I divided the available text into sections. Each student took a section, read it to herself, underlined the important ideas and presented them to the class.

I also used this subject matter to get the research journals going. We began with the five basic human needs, and moved on to Alzheimer's disease and the elderly, and stages of childhood development.

The attempt at research journals never reached the level I'd originally hoped for. We never made it to the library. The students never researched an independent topic, or taught that topic in class.

However, the attempt added a lot to the class. Before I began assigning the material from our home care binders for consideration, the journals had simply been general schedules of the day's activities, uninspired, a chore to write and to read. With the assignment of this new material, the journal writing tightened and began to interest the students themselves. Evetually, the unassigned entries became more personal and specific as well. One woman began writing a dream she had, another her goal to have a house.

At the end of the course, I asked the women to go through their notebooks and select their favorite writings. They read the selections aloud and made editing suggestions to each other, then rewrote. I typed the entries up and collected them in a colored binder for each woman.

Even within the more modest framework above, we could have done more. We could have written a class piece about the course, the subjects we discussed from the home care material, or personal sketeches of ourselves. I should have included the students in the layout and order of the book, or rather, I should have put those decisions entirely in their hands.

I still think the research journals could go much further than I was able to take them. Rather than using the library as the major source of information, I will use Marcie's suggestion and encourage oral research, interviews with union representatives or guest speakers, and interviews with the clients themselves. We could use these spoken/written accounts as resource material, and come much closer to these womens' concerns.

Allison Rutledge Parisi

Note: Student writing samples follow.

TODDLERS

by Sonia

Self-Will:

My son Ernst is a very willfull boy. He has a very bad temper, especially when he wants something his way. If he don't get what he wants, he's ready to fight, no matter who you are, especially with the sisters. And he's so tiny, children on the bus make fun of him. They call him mouse. And he fights with them.

When he fights with my daughter, my six month old son laughed. He walks near his face and says, what's so funny? You better stop before I punch you too. But he's a very funny boy.

Curious:

He always wants to know everything. Why do you have to go to work? Why you want me to eat vegetable? Why do I have to go to school?

Sometimes I gave him some cough medicine. If he likes the flavor, he wants to drink the whole bottle. I say no. "Why not?"

Fearful:

He's only scared of my husband. He's the only one he listens to. He's scared of the dark and waterbugs. He likes to put words together and speak in short sentences. Sometimes he makes his own words or stories, his own song.

If he plays with something dangerous, I say, stop. You are going to die. He answers, I want to die Mom. I don't care. I say, in a count of three, if you don't stop I am going to hurt you. Then, he stops.

YOUNG ADULT

by Elma

Having the privilege of raising children into adulthood, I've found it to be most fascinating.

Seeing them grow from one stage to another, you can learn a lot, even about your own self.

My observation about the young adult is that the obvious excitement of the teenage fantasy begins to fade, and so they seem to take on a more responsible role. What seemed so important is not so very important anymore, and what seemed trivial isn't anymore.

It is a time when one begins to feel responsible for one-self, and so in the context of that, the parent seems to be in a conflict with them, and themself. For instance, parents have to remember that you cannot order them around, as in some instances. Such as when they decide to leave permanently or even for an occasion. There is no definite limit you can put on them, since they are grown.

Some instances come to mind: when they were small, the time they were permitted to return home that was the time they then started to leave the house. Which makes it a little difficult to adjust to.

But in time you try to trust their judgement, and so therefore you learn to deal with it for your own peace of mind.

PROJECT: SPANISH GED
"GRACIAS QUE...": READING, WRITING, AND ORAL HISTORY

Background

Cecilia's "Gracias que.../Thanks for..." (see student writing samples that follow) is one of the neatest outlines our group has come up with in terms of personal oral histories which are still being assembled as a result of the students interviews of each other. This is an ongoing project and as such it stands to be revised each time we go over it.

Procedure

We started out by reading Miguel Barnet's Biography of a Runaway Slave as a social studies enrichment experience. The students considered this very exciting reading and it afforded us some interesting discussions. It also provided a writing paradigm that students may wish to emulate, as the book is clearly the revised transcription of a series of interviews between an anthropologist and E. Montero, the narrator.

Once we decided we wanted to work on oral histories, the next step was to brainstorm, endeavoring to work around two fields of interest to them: their own lives and their situation as evening GED students. We proceeded with a discussion which was very personal in some cases or foggily abstract in other instances. The students concluded that no matter what they worked on it seemed more manageable to focus on the more personal aspects of their experience.

At this stage they are still consulting their own sources, namely their families, with a set of four questions which they composed after our first discussion. They are going to incorporate the results of these questions in their outlines after we discuss their findings and add additional suggestions to make our interviews more successful.

Students are very much engaged in their own experiences and are going to have to come to terms with their relatives recollections and opinions before writing about them in an orderly and hopefully interesting fashion with the assistance of their peers. The idea is firstly that students' experiences are a most appropriate subject of investigation, that analyzing is fun, that collaborating adds to one's sense of community and makes learning more joyful, and that writing as communicating, though not an easy task, can be exciting and meaningful.

Virginia Moore

Note: Student writing samples follow.

Cecilia "Gracias que..."

Yo nací en El Caimito, cerca de San Francisco, República Dominicana. Mi madre procreó diez hijos, de los cuales somos 4 hembras y 6 varones. Recuerdo una vez que decidí ir a la iglesia en San Francisco a hacer los diez primeros sábados del mes para ganar penitencia. Tenía que levantarme a eso de las tres de la mañana, procurar un caballo y despertar a un hermanito mío para que me acompañara. Salíamos en lo oscuro y llegábamos a tiempo para la primera misa. Después nos tocaba regresar, pero nunca sentimos miedo la oscuridad del camino. Como no había agua en la casa había que ir a buscarla al río. Se cargaba el agua y se lavaba en una batea de esas de madera...En una época le lavaba la ropa a la señora de mi abuelo; ella me pagaba como $2.50 al mes y con eso yo misma me compraba la ropa, ¿verdad? Desde la edad de 16 años me fui a la capital de mi país donde estudié hasta el octavo grado; luego a los 17 años comencé a trabajar como enfermera en el Hospital Salvador Gautier, donde llegaba a las 7am y permanecía hasta las 7pm haciendo un poco de todo, desde poner inyecciones, arreglar camas, bañar a los pacientes cuando había que hacerlo hasta servirles la comida, dársela, e incluso alertar al médico sobre el estado del enfermo, especialmente si éste era grave. Allá se acostumbra que en cada pabellón haya un médico -- como por 3 horas o menos al día. Después de que el médico pasaba revista, yo me encargaba de todo en mi pabellón. Hacía de todo...Una noche encontré uno muerto y todavía me ataco de risa con sólo pensar el apuro que yo pasé. Llamé al médico de guardia y bajó en seguida. Desde el primer día que uno ve que alguien se le muere, uno se adapta a esa situación. Ahí pasé como

Cecilia "Thanks for..."

I was born in El Caimito, a village in the province of San Francisco, Dominican Republic. My mother gave birth to ten children, 4 of which are females and 6 are males. I remember thetime when I decided to go to church in the town of San Francisco on the first Saturday of the month for ten consecutive months to earn some pennance. I had to get up at three in the morning. I had to fetch myself a horse and wake up a younger brother to accompany me. We would head for mass in the dark and arrive in time for the earliest one. Afterwards we would return home but we were never afraid. Do you know that we didn't have running water in the house. One had to go to the river and carry it. Clothes had to be washed in a big wooden bowl. For a while I washed my grandfather's wife's clothes. She paid me some $ 2.50 per month and with that money I used to buy my own clothing, right? At 16 years of age I left for the capital of my country where I studied through Jr. High School; then at 17 I started to work as a nurse at Salvador Gautier Hospital, where I would arrive at 7 am and remain until 7 pm doing a bit of everything, such as giving shots, fixing beds, bathing patients when they needed it, right through serving patients their meals, feeding them and even keeping the doctor in charge posted as to the patient's condition, especially when it was very serious. Over there it is customary for each ward to have a doctor presiding it on a daily basis for about three hours or less. After the doctor would review patients I would take care of everything at my ward. I would do it all...One night I found a patient dead and to this day I still chuckle just remembering the straights I was in. I called the physician on call and he came down right away and took

7 años y en ese tiempo estudié comercio también: mecanografía, archivo,...todas esas cosas, en el Instituto Chevalier. Quedaba en la Duarte en una esquina, no muy cerca de mi casa. Durante esa época conocí a mi ex-esposo, Luis Rodríguez, en casa de una tía. Nos enamoramos y al cabo de unos 3 años nos casamos en la iglesia de María Auxiliadora, que quedaba más o menos cerca de donde yo vivía. Tenía yo entonces unos 22 años. Yo tuve 3 hijos; 2 hembras y un varón. Ellos son: María, Maritza y Luis. Cuando vine a tener ya la última en el sesenta y tres ya yo me había graduado del Instituto y trabajaba en la Oficina de Migración encargándome de los archivos. Pero volviendo a mi prole, María terminó su carrera de médico en la Universidad Autónoma de Santo Domingo, Luis está finalizando la carrera de contable en una universidad privada, ahora no me acuerdo cómo se llama, también en Santo Domingo, y Maritza solamente hizo la high school. ¡Ay, Dios, cómo es que se dice! ¡la escuela secundaria! Ella trabajaba en Pasaportes; ahora trabaja en una empresa privada. Esa tiene 2 niños...es casada. Figúrese que a mi esposo, y yo lo llamo así porque nosotros nos casamos en la iglesia, a él lo dio por enamorarse de muchachitas jóvenes, eso con la edad, como a los cuarenta y pico de años, y todavía anda en eso, no se ha quedado con ninguna. A mí me tocó la suerte de emigrar sola. Yo vine de turista y luego pude arreglar mi situación. La venida de mis hijos está en trámite; yo sería feliz viviendo con ellos. Mi vida es una historia que no se puede contar, ¡daría para escribir un libro! pero (dando tres toquecitos en madera) ¡gracias, Dios, que nunca me falta!: Esa es mi fuerza y yo todo se lo pongo a El...

over. Really, from the very first day one sees someone dying one gets used to that situation. I spent some 7 years there during which I managed to study business: typing, filing,...all those things, at the Chevalier Institute. It was located in a corner on Duarte Street, not near to my house. Around that time I met my ex-husband, Luis Rodríguez, at my aunt's house. We fell in love and got married three years later at the church of Mary our Lady of Help. The church was more or less close to where I lived. I was about 22 at the time. I have 3 children; 2 girls and a boy. They are María, Maritza and Luis. By the time my last child was born in sixty three I had already graduated from the Institute and was working taking care of the files at the Migration Offices. Going back to my children, María finished her medical career at Santo Domingo's Autonomous University, Luis is finishing Accounting at a private college, whose name I don't remember right now but it will come back to me, likewise in Santo Domingo, and Maritza. She only completed High School. She worked at Passports; now she works at a private enterprise. She has 2 children and is married. Just imagine! around his fortieth birthday, as he started ageing my husband began falling in love with young girls and is still involved in that; he has not been able to stick to anyone. It was my lot to emigrate -- by myself. I came as a turist and afterwards I was able to straighten out my status. My children's arrival is in the making; I would be happy living with them. My life is a story unfit to be told, were I to start talking, we would never finish, but (knocking on wood) thank God,... Who has never failed me...He is my strength and I leave everything up to Him...

María "Experiencias de un año"

El año lectivo de 1987 ha sido para mí el más importante de mi vida estudiantil. Era una de mis ilusiones ir al colegio, como decimos a la escuela secundaria en Colombia; pues siempre me ha gustado estudiar y encuentro que cada día que pasa aprendo más y más. No sólo pretendo prepararme, sino también poder ayudar a mi familia.

En el colegio no sólo he aprendido bastante, sino que ha sido para mí un segundo hogar que he compartido con mis compañeros. En él he pasado ratos muy agradables. Gracias a nuestra profesora que ha sido maravillosa he tenido mucho apoyo por parte de ella. Realmente ha sido una de nuestras principales animadoras para llegar contentos a concluir nuestro año escolar el cual finalizó con el examen de equivalencia.

Fueron dos días maravillosos en experiencias. Al principio me sentía bastante nerviosa, pero poco a poco esto se fue disipando y, a Dios gracias, pude dar fin a nuestro examen. Quizá para la próxima vez iré más tranquila, sabiendo que verdaderamente no es tan difícil y que para sacar mejor puntaje debo de estudiar más.

Me encuentro muy satisfecha con todo lo que me ha sucedido referente al año de estudio. Tuve pequeños contratiempos, los cuales me impidieron asistir a algunas clases ya que tenía que trabajar más tiempo, pero al fin decidí continuar con las clases. Fue un grande sacrificio, pero afortunadamente todo termina satisfactoriamente.

Recomiendo a todas las personas que deseen ir a la escuela secundaria que lo hagan sin pensarlo demasiado, pues el estudio es muy importante y nos ayuda a superarnos en la vida y a conseguir mejores trabajos y una situación económica definida.

María "One year's experience"

The school year 1986 has been the most important year in my student life. One of my illusions was to attend school as I have always enjoyed studying and I find that each day I learn more and more. I not only attempt to avail myself of a career but I also want to help out my family.

At school I have not only learned quite a bit but it has been for me a home away from home which I have cherished with my classmates. In it I have spent some very pleasant moments. Thanks to our teacher who has been marvelous I received a great deal of support from her. Truly she has been one of our main sources of inspiration in completing happily our school year which has ended with the GED exam.

They were wonderful days filled with experiences. At the beginning I felt very nervous but little by little this gave way and, thank God, I was able to take the exams. Perhaps next time I will be calm knowing that it is not really all that difficult and that in order to get a higher score I ought to study more, nevertheless, I am satisfied with everything that has happened to me regarding this school year. I had some setbacks which kept me from attending some classes since I had to work longer hours, but I finally decided to continue studying. It was a big sacrifice but fortunately all ends well.

I would recommend to anybody who wants to attend high school that you just go ahead and do it without further brooding. Studying is very important because it helps us to improve ourselves and to find a better job and a more stable economic situation.

PROJECT: SPANISH GED
WRITING AND PUBLISHING POETRY

Background

For the GED, students have to study different forms of literature. In my class, one form we studied was poetry. We read a number of poems and examined their rhythm and rhyme schemes. As a way of reinforcing our study of poetry and getting some practice with the rhyme schemes we learned, my class decided to write their own poems.

Procedure

I do not "know" how to write poetry; it is something I learned alongside my students. We looked at how professionally published poems were written--where they rhymed or didn't, the subjects they were about--and began to work on our own.

Our first attempt was a collaborative poem, "Nuestras Aspiraciones." The class decided on the topic for the poem, and then students took turns coming to the chalkboard to write a line. As lines were added, students discussed and argued about the content and the rhymes until everyone was satisfied.

Having experienced some success with the collaborative poem, students then began to work on their own in class and at home. One student, Maria, told me that while she was working on her poem, she would wake up at night thinking of a line and write it down, and that she was thinking of ideas for her poem while sewing in the factory.

When the poems were completed, I put them together as a publication for the class. Some of the poems follow.

Bienvenida Rodriguez

NUESTRAS ASPIRACIONES

Nosotros estamos estudiando
con la esperanza de pasar
Nuestro propósito es seguir avanzando
y así nuestro sueño realizar

Pronto tomaremos el examen
Esto será un paso a dar
Estaremos muy pendientes
de los resultados a llegar.

Con el diploma en manos
alegres vamos a celebrar
y a la universidad llegamos
con el fin de nuestra meta alcanzar.

Estudiantes de ACTWU, salón 420
Equivalente en español
Primavera 1987

Mi deseo

Me encantan las personas que se superan
y las actividades variadas también;
pues vengo a la escuela
para poder aprender.

Quisiera prolongar el tiempo
para dedicárselo a los estudios
Algunas veces me siento
que la faena diaria es un descontento.

Agotada muchas veces
me detengo a pensar
que si valdría la pena
seguir hasta el final, para poder saborear.

Me reúno con compañeros
y tenemos conversaciones
y todo lo que planeamos
es para nuestra superación. Alma

PORQUE TRABAJO?

yo no sé
Ay no sé, no sé
Trabajo para estar cansada
Pago renta los días primero,
el teléfono casi siempre tarde;
y la ConEdison está en censo.

Nunca me sobra dinero
siempre me hace falta
cuando quiero tomarme
una piña colada.

Salgo de mi casa a las ocho de la mañana
esperando llegar a tiempo,
pero cuando el tren se retrasa
camino como el viento y nunca llego a tiempo.

Mi trabajo es regular
pero no tengo casi con quién hablar
y por eso me pongo a estudiar
en los momentos de libre r.

MI AMOR EN LA DISTANCIA

Distancia, qué cruel has sido
ya que me mantienes alejada del ser amado.

Cuando es de noche miro
la luna, las estrellas
y en silencio lloro y pienso
¡Oh distancia! ¿Por qué tú te has empeñado
en mantenerme aislada del ser tan amado?

Tu has sido la única
que ha logrado separar mi vida de su existencia
aunque no pierdo la esperanza
de que un día rompa esa barrera
que es la distancia.

Dicen que la distancia es el olvido
pero yo no concibo esa razón;
porque a través de ella me doy cuenta
de ese infinito amor.

Estudiante
Adys

PROJECT: GED MATH
ACTIVATING STUDENTS' BACKGROUND KNOWLEDGE OF GEOMETRIC FORMS

Warm up:
Review lines which were studied already.

Motivation:
Find the geometric forms in this room.

Development:
1. Students will look for geometric figures around them.

2. The shapes found by the students will be reproduced by the students or teacher on the blackboard.

3. Description and definition by students of the shapes found.

4. Students will copy the shapes and their description and definition.

Summary:
Students will draw 5 different things and write the names of the geometric forms they draw next to the shapes.

Homework:
Look for geometric forms on the street and home. Which geometric form seems to appear most often? Why? What is the usefulness of geometric forms?

Virginia Moore
Bienvenida Rodriquez

PROJECT: ABE
USING THE NEWSPAPER TO EXPLORE LIFE AND WORK IN NEW YORK CITY

Background

The class is comprised of working men: messengers, machine shop workers and security guards. They seem to function
in isolation from the City, using it as a means to go to and from their obligations. I did not get one impression from them of any pleasure or advantage derived from living in New York City.

Furthermore, I've never seen any of these men carrying a newspaper, and so I assumed that news was garnered from watching television or from talking to co-workers.

These gentlemen have not expressed to me any immediate goals. They are attending school to learn math and reading. Although they do not have their sights set on the GED, one young man has felt frustration in not having advanced to a higher level at his job. Another man is there because he has forgotten how to spell and "write." He is an epileptic, and also underwent surgery for a brain tumor. He explained to me that he knew much more prior to surgery. He feels frustrated because he knows that he has to relearn these basics.

Procedure

I felt that using the standard comprehension, spelling and grammar books which contained words and passages of facts unrelated to these men's lives would not be giving them a holistic approach to learning. Instead, I decided to focus on the newspaper, specifically articles about life in New York, as a way of connecting reading to their lives.

I began by selecting articles from the New York Times, underlining the challenging vocabulary words, and then teaching these words to the men. I used flash cards. In addition, I shortened the articles by cutting them. This appealed to the men because their impression of the Times was that it was for **others** to read. I showed them how I cut it, and explained that often just reading the first two paragraphs would be ample. I showed them the portion that I cut, and let them see that it was a more detailed explanation of the first two paragraphs.

Attendance fluctuated, but I proceeded. Four of the six men had a fine understanding of those articles. One man, who had performed poorly on the TABE, became very defensive. His constant explanation about his poor performance became noisome to everyone. However, he was able to master the words in the first article so well that I selected him to read and explain the content to the other men. I could feel his sense of

accomplishment. It was like "The New York Times--wow!" We concluded with a discussion about the City.

This can be an ongoing procedure. We are now talking about particular neighborhoods, geographical locations for various industries (garment, floral, jewelry), and unions.

Reading/writing connections

One activity we did to connect writing to the readings and discussion is the City Survey that follows:

City Survey

1. I find my city_____

2. It is always very_____

3. When I first arrived, it was_____

4. Today the city is_____

5. When I leave this city I'll _____

Related activities

Some of the ongoing activities that students can engage in for using the newspaper as a means of getting to know the city are:

1) Create a photo album of city officials.

2) Create a folder of articles, graphics and features the mayor should be aware of, and explain your choices.

3) Select a newspaper photograph of two or more people, and write a conversation that might have occurred between the people.

4) Read a full page advertisement and describe:
-- what the advertiser is trying to sell
-- who will probably buy the product.

5) Look at sports articles. Identify the city teams and discuss their achievements.

Sondra Wollins

Pollution and Economic Growth: A New Report Looks at the Links

By PHILIP SHABECOFF
Special to The New York Times

WASHINGTON, April 26 — The world is facing "interlocking" crises of the environment and the economy that threaten the future of humanity, a United Nations commission warns.

The World Commission on Environment and Development has concluded "sustainable human progress" can be achieved only through a system of international cooperation that treats environmental protection and economic growth as inseparable.

The report, which is scheduled to be made public in London on Monday, warns of dangers to air, water and soil that "threaten to radically alter the planet" and many of its species, including people.

These trends can be reversed, but only by a concerted effort to solve the related problems of poverty, hunger, rapid population growth, the excessive outlays on arms and the inequitable distribution of wealth that afflicts much of the world, particularly the developing countries, the report stated.

First of Its Kind

The report, drawn up after hearings on five continents, said affluent nations should adopt "life-styles" that do not overtax the earth's resources; for example, it said, they should reduce per capita use of energy. It is the first major international study on the global environment to deal with economic development as an essential ingredient for saving the earth's biological support systems. As such, it is likely to achieve broader acceptance than previous warnings about the global environment.

A study warns of crises that imperil the future.

Highlights of Housing Bill

Spending Freeze Holds spending ceilings for housing and community development programs at their 1987 level for two years.

Homeowner Assistance Establishes new program to lend up to $15,000 without interest to moderate- and low-income families to purchase homes in distressed areas.

Elderly Creates new program enabling elderly people to turn the equity in their homes into income.

Public Housing Establishes demonstration project that would allow tenants in public housing projects to buy their units.

Mortgages Makes permanent the Home Mortgage Disclosure Act, which requires lenders to disclose full mortgage costs to the public. Without action the disclosure law would expire.

Urban Grants Makes change in the Urban Development Action Grant economic development program to direct more funds to rural areas.

Plan Rooted in Brooklyn

By WINSTON WILLIAMS

Brooklyn's Brownsville section, which has been a synonym for urban decay, has produced an innovative effort to renew housing in the Nehemiah Plan.

The effort, cited as a model for a provision of a housing bill passed yesterday by the United States Senate, has replaced an area of devastation with 700 new brick row houses for owners with low and moderate incomes. Another 250 are under construction, and the city is clearing land in neighboring East New York for construction of 1,000 units by the same sponsor.

"It was an idea whose time had come," said Stephen Roberson, an oragnizer for the East Brooklyn Churches, the interdenominational coalition of 55 churches that financed and sponsored the construction. "People who were previously locked out of owning equity in this economy, now have a piece of the pie."

The Nehemiah Plan began after the church coalition amassed an $8 million revolving fund to finance construction. Large loans came from the Roman Catholic Diocese of Brooklyn, the Episcopal Church and the Lutheran Church's Missouri Synod. The local congregations taxed themselves at the rate of $12 a year for each family.

The combined membership of the churches gave the coalition a diverse constituency of 55,000 people.

Support came from the state in the form of low-interest loan guarantees. Buyers are now paying about $43,500 for the two-story homes with two to three bedrooms and a basement. They pay $5,000 down and get a mortgage for $38,500, at 9.4 percent interest from a state-designated bank.

The city donates the land, helping to keep the houses affordable for neighborhood residents. Families in the houses have incomes that average $24,000 a year. The city also provides a construction subsidy of $10,000 for each house. For its subsidy the city maintains a lien on the houses and the $10,000 must be repaid when the property is resold, which in effect makes it an interest-free loan.

PROJECT: ESL
DEVELOPING WRITING SKILLS AND UNION PARTICIPATION THROUGH ORAL HISTORY

I would like to share a project done by Laura Gotkowitz, one of the teachers at Local 259 UAW.

Laura writes: "The advanced ESL class I am currently teaching is structured around an oral history project on the electronics factory where my students work. I had introduced the project to the class because I felt that the course materials should be directly relevant to their lives and concerns. The project has tried to give meaning and direction to the goal of "learning how to write," which was, in fact, high on the students' list of objectives at the beginning of the term. The project has also fostered reflection and criticism about conditions in the factory. I think that the project will help the students develop sound literacy skills, and simultaneously lead to analysis of and perhaps solutions to specific problems they have identified in the factory, and also to their greater participation and influence in the union."

Class population

The students in this class are Spanish speaking women workers who are employed in an electronics factory in Manhattan. The class is held twice a week in the factory lunch room, after work. There are eight students. Most of these women have worked in this shop for over 10 years at least, some over 20 years.

Materials

Notebooks, pencils, pens, tape recorders and tapes. Access to typewriter and Xerox machine.

Objectives

The objective of the project is the student production and dissemination of an illustrated book and tapes documenting work and union experience in their factory using the oral history process. The book will be given to the union, the education program for use as a text in other classes, and to the Wagner Archives at the Tamiment Library, NYU.

Activities:

Oral History

1. The teacher introduces the Oral History project, explains the process and discusses the goals. (She/he may show examples of other oral histories.)

2. The students make a list of interview questions. The following topics emerged:
   --migration to N.Y.; decisions, experiences, family
   --previous work experience
   --jobs in the factory
   --changes in production and working conditions
   --union activity
   --health and safety
   --relations between co-workers, between workers and management.

3. Students write their own paragraphs on the above topics.

4. Students arrange and tape interviews with co-workers and people the students feel can best contribute to the history of the shop, i.e. shop steward, supervisors, etc.

5. Students listen to the interviews, discuss the issues that arise from the interviews, and write a paragraph of introduction to these interviews. In these introductions the students are asked to not only write about their own experiences but to also respond to what was said in the interviews; making comparisons and analysis.

Research on the shop

This can be done through the interviews and/or through the use of periodicals, journals, annual reports. Topics include: the division of labor, type of business, strikes, ownership of business, profits and costs, etc.

Transcription, translation, editing

This process incorporates grammar, reading, discussion, vocabulary and writing. This work is done in pairs or groups.

Photographs

Collect historical photos from Local 259 and from co-workers, make xerox copies.

Publication

Compile copies of the booklet: typing, proofing, layout, xeroxing.

Outside resources

Wagner Labor Archives--Tapes and documents of union activity, statements or organizers, workers, political activists. Photos.

Center for Puerto Rican Studies/Hunter College--Tape of radio show done on Hispanic women workers in the garment industry.

"How to do Oral History," by Debra Bernhardt, New York University, Wagner Labor Archives. This paper explains how to do an oral history project, materials, goals, themes, questions, etc.

Brass Valley, The Brass Workers History Project compiled and edited by Jeremy Brecher, Jerry Lombardi & Jan Stackhouse. Temple University Press, Philadelphia, 1987. (The story of brass workers in western Connecticut.)

"Dig Where You Stand," Sven Lindqvist. (He discusses the importance of oral histories as documentation of the workers point of view.)

Tracy Gross